DOCUMENT RESUME

ED 424 456 CE 077 465

TITLE	The Machinery of Management: Communication III (MM1). Workforce 2000 Partnership.
INSTITUTION	Enterprise State Junior Coll., AL.; MacArthur State Technical Coll., Opp, AL.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1997-00-00
NOTE	33p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
AVAILABLE FROM	Enterprise State Junior College, P.O. Box 1300, Enterprise, AL 36331; Web site: http://www.esjc.cc.al.us
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Education; *Adult Educators; Behavioral Objectives; *Communication Skills; Curriculum Guides; Instructional Materials; Job Skills; Job Training; Learning Activities; Learning Modules; Literacy Education; Manufacturing; Manufacturing Industry; Pretests Posttests; Production Technicians; Supervisors; *Supervisory Training; Teacher Education; *Verbal Communication; *Workplace Literacy
IDENTIFIERS	*Textile Industry

ABSTRACT

This curriculum package on communication--the machinery of management for supervisors, auditors, and training instructors has been developed by the Workforce 2000 Partnership, a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees and supervisors in textile, apparel, and carpet industries at 15 plants in Alabama, Georgia, and South Carolina. The curriculum guide provides a quick view of all major curriculum components: job title for which the curriculum was developed; general instructional objective; overall time; and a chart which is used by reading across the columns to match the specific instructional objective with the estimated amount of time required, learning activities, resources required, and evaluation method. A closure activity reviews and assesses skills learned and may identify needs for further learning. The lesson plan explains the activities in detail. Handouts, transparencies, and pre- and posttest are provided. This module is designed to teach communication skills. The specific objective is to organize information into an oral report. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 424 456

The Machinery of Management: Communication III (MM1)

EDUCATION PARTNERS	INDUSTRY PARTNERS
Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE077465

BEST COPY AVAILABLE

TABLE OF CONTENTS

I. Introduction i

II. Curriculum Guide 1

III. Lesson Plan 4

IV Handouts, Transparencies, and Tests 7

V Individual Education Plan 23

INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics is developed by the educational partners which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. Also during the analyses the curriculum developer will look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

---

[1] Phillip, Jori. *Literacy at Work: The Workbook for Program Directors.* New York: Simon & Schuster Workplace Resources, 1991.

Curriculum Guide

Module: Communication III - The Machinery of Management

Author: Susan Stagliano

Job Title: Supervisors, Auditors and Training Instructors

General Instructional Objective: Communication Skills
Overall Time: 2 Hours (or 4 Hours if Optional Work Session is used)

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
(Motivation)	5 min	**1.1 Motivational Activity** • Read (or sing) motivational story. • Students should respond aloud during the proper sections of the story (see handout for directions).	"Motivational Activity" - Handout	Observation Student Response
V. 600 Organize information into an oral report.	5 min	**2.1 Instructional Activity** Introduce students to the outline used to organize a presentation. Read through the outline with students.	"The Presentation: Development and Organization" - Handout Fundamentals of Speech Communication, by Bert E. Bradley. p. 21-27, Wm. C. Brown Publishers. 1988.	Observation
	15 min	**2.2 Instructional Activity** Begin breaking down each part of the outline. Teach students how to select a topic. Explain to students the different categories of topics.	"Selecting a Topic" - Handout Fundamentals of Speech Communication, by Bert E. Bradley. p. 21-22, Wm. C. Brown Publishers. 1988.	Observation

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	12 min	**2.3 Instructional Activity** Teach students how to develop the presentation topic. Teach students how to write a thesis statement, how to write main points, and how to develop supporting evidence.	"Developing the Topic" - Handout Fundamentals of Speech Communication, by Bert E. Bradley. p. 21, Wm. C. Brown Publishers. 1988.	Observation
	10 min	**2.4 Instructional Activity** Teach students the order to organizing a presentation: Introduction and thesis statement first, body of the speech second, the conlusion last, and transitions in between.	"Organizing the Speech" - Handout Fundamentals of Speech Communication, by Bert E. Bradley. p. 23-24, Wm. C. Brown Publishers. 1988.	Observation
	12 min	**2.5 Instructional Activity** Read through the sample speech outline with students. Point out the practical illustrations of each part of the presentation outline.	"Sample Speech Outline"- Handout	Observsation
	10 min	**2.6 Instructional Activity** Teach students how to deliver the speech. Teach students how to use proper language, behavior and voice.	"Delivering the Speech" - Handout Fundamentals of Speech Communication, by Bert E. Bradley. p. 24-27, Wm. C. Brown Publishers. 1988.	Observation

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	20 min (speech) 16 min (analysis)	**2.7 Instructional Activity** Invite an outside speaker to the class and have students observe an example of a good presentation. Upon completion, analyze the speaker's presentation in accordance with the outline. Instructor should take notes during the presentation, or receive a prepared outline in advance from the speaker.	Speaker Outline of Speaker's Presentation or notes while speaker is presenting.	Observation Student Response
(Closure)	15 min	**3.1 Closure Activity** • Give students a speaking assignment. • Have students select a topic in class. • Prepare to give presentation at a later date. • Critique presentations upon delivery.	"Speaking Assignment" - Handout "Critique Sheet"	Observation Student Response Presentation Critique
	2 hrs	**3.2 Optional Work Session Activity** • Allow students an optional 2-hour work session to develop presentations. • Students should be allowed to brainstorm with peers and receive guidance from the instructor. • Students may practice presentations if time allows.	Students need to refer to the handouts distributed during class.	Observation Student Response

Lesson Plan

1.1 Motivational Activity - 5 minutes

A. See directions on Motivational Activity.

B. The purpose of the story is to show students that speaking aloud, or public speaking, can be fun. Since students participate by speaking out their part, they are, in essence, public speakers. Explain to students that they will now learn how to become better public speakers; however, remind students to think back on this activity throughout the class as a reminder that public speaking need not be terrifying or boring.

2.1 Instructional Activity - 5 minutes

Present students with the outline on handout called "The Presentation: Development and Organization". Explain to students that this is an outline to follow to create or build a presentation or speech. The following instructional activities explain each part of the outline.

2.2 Instructional Activity - 15 minutes

Explain to students that the first step in developing a presentation is selecting a topic (distribute "Selecting a Topic" handout). Teach students that there are four aspects to consider when selecting the topic:

A. Pre-selected Topic -- One that has already been chosen. Little or no flexibility on the subject of the speech.

B. Audience-related Topics -- Explain to students that all topics, to some extent or another, should be audience related. The speaker should analyze who the audience is and what they would like to hear. Use the handout to teach students how to analyze the audience.

C. Speaker-related Topics -- The speaker chooses a subject within his or her expertise and experience. Explain to students that before simply picking a subject, they must first analyze themselves as speakers. See Attachment 3.3 to teach students how to analyze their own expertise and experience which may be suitable for a speech.

D. The Occasion -- The speaker must choose a topic that is appropriate to the event. See the handout to teach students how to analyze the occasion of the speech.

2.3 Instructional Activity - 12 minutes

A. Move on to the next step in creating a presentation: Developing the Topic (distribute "Developing the Topic" handout). First, teach students to develop a Thesis Statement, or Central Idea Sentence (see handout). Stress to students the importance of the thesis statement. Explain to students that the thesis statement tells exactly what the speech will be about; therefore, it must be very specific.

B. Next, explain to students that they will continue to develop their topic by creating the main points. Explain that the main points should support and develop the thesis statement. The main points provide the audience with the information to explain the thesis statement. See handout for examples.

C. After creating the main points, the final step to developing the topic is to fill in the supporting evidence. Explain to students that the supporting evidence consists of the facts which support or "prove" the main points. See handout for examples.

2.4 Instructional Activity- 10 minutes

A. Explain to students that after selecting and developing the topic, they are now ready to organize the actual presentation. The first step is to develop the introduction. The introduction should consist of three parts: the attention-getter, the motivation, and the establishment of the speaker's knowledge or expertise (see "Organizing the Speech" handout for explanations of each part). The introduction should then be followed by the thesis statement.

B. After the introduction and thesis statement, teach students the next part to organizing the speech: filling in the body. The body merely consists of the main points and supporting evidence which have already been developed.

C. Teach students that the final part to organizing the speech is the conclusion. Explain that the conclusion should consist of three parts: the summary, the remotivation, and the closure (see "Organizing the Speech" handout for explanations of each part).

D. Explain to students that although organizing the speech consists of the introduction, the body, and the conclusion, they must also consider how they will flow from one part of the speech to the next. Teach students how to use transitions to move from one point to the next (see "Organizing the Speech" handout). Explain to students that transitions are vital so as not to "lose" the audience amongst all the information. Tell students some transitional words they might use to move from one point to the next: next, first, second, third, finally, in conclusion, therefore, however.

2.5 Instructional Activity - 12 minutes

Give students a copy of the sample speech outline (see "Sample Speech Outline" handout). Read through the outline with students, and ask students to point out the different parts of the presentation (introduction, thesis statement, main points, supporting evidence, transitions, conclusion: summary, remotivation, closure). Explain to students that they may use this outline as an example to follow when creating a presentation.

2.6 Instructional Activity - 10 minutes

A. Now that students know how to select, develop, and organize a topic, explain that the final step is actually delivering the speech. First, students need to consider their usage of language. There are three items to consider during the course of speaking to the audience: using familiar language, avoiding jargon, and avoiding memorization (see "Delivering the Speech" handout for explanations of each).

B. The next items to consider during delivery are behavior and voice. Explain to students that proper speaking behavior involves maintaining eye contact and avoiding nervous distractions (see "Delivering the Speech" handout for further explanation). And, proper

speaking involves speaking firmly and clearly, projecting and varying the voice, and speaking in a conversational tone (see handout for further explanation).

2.7 Instructional Activity - 20 minutes (speech)/16 minutes (analysis)

Now that students know how to present a speech, have each student complete the speaking assignment. The students will need to present their speech at a later date so they have ample time to develop the presentation. Consider breaking this class into at least three parts: Instruction (teach students how to develop the speech) and sample speech presentation, a "work" session to analyze the sample speech given in class and to work on students' outlines, and finally a class in which students may give their presentations.

3.1 Closure Activity - 15 minutes

The closure consists of the students' presentations and the following critique. Use the critique sheet (see "Speaking Assignment" - handout) to analyze students' speech. Upon completion of the speech, share the critique with the student so that the student knows his or her strong points and weak points of delivering a presentation.

3.2 Optional Work Session Activity - 2 hours

Allow students an optional two hour work session to develop presentations. Students should be allowed to brainstorm with peers and receive guidance from the instructor. Students may practice presentations if time allows.

Motivational Activity

Directions: This story is designed to be sung aloud by the instructor; however, it involves student participation by requiring students to vocally respond (in the form of a word or sound effect) when their character's name is called out in the story. The story is a version of "Old MacDonald Had a Farm"; however, in this story, the "Old MacDonald" character is the Plant Vice President, and the "Animals" are the students. The students should each play the part of an "animal". When their character name is called, each student will then sing or say his part in the proper location in the song. All students will participate simultaneously by singing "Quickly, Quickly, Sew" throughout the song (fits into this story like "Eee Ei Eee Ei Oh"). The story is designed for a class of twelve students, but may be altered to fit the number of students: if there are more than twelve students, use the extra names and add in extra animals; if there are less than twelve students simply eliminate some of the animals. The last line of "Quickly, Quickly, Sew" should be sung slowly to end the story.

Old MacDrews Had a Plant

Old MacDrews had a plant,
(Quickly, Quickly, Sew)
And on this plant he had a cutter
(Quickly, Quickly, Sew)
With a Snip, Snip here and a Snip, Snip there, here a snip, there a snip, everywhere a snip snip
Old MacDrews had a plant,
(Quickly, Quickly, Sew)
And on this plant he had a stitcher
(Quickly, Quickly, Sew)
With a Stitch, Stitch here and a Stitch, Stitch there, here a stitch, there a stitch, everywhere a stitch stitch
Old MacDrews had a plant,
(Quickly, Quickly, Sew)
And on this plant he had a spreader
(Quickly, Quickly, Sew)
With a Float, Float here and a Float, Float there, here a float, there a float, everywhere a float float
Old MacDrews had a plant,
(Quickly, Quickly, Sew)
And on this plant he had a trainer
(Quickly, Quickly, Sew)
They would Teach, Teach, here, Teach, Teach there, here they teach, there they teach, everywhere they teach, teach
Old MacDrews had a plant

BEST COPY AVAILABLE

(Quickly, Quickly, Sew)
And on this plant he had an auditor
(Quickly, Quickly, Sew)
With a Count, Count here, and Count, Count there, here they count, there they count, everywhere they count, count
Old MacDrews had a plant
(Quickly, Quickly, Sew)
And on this plant he had an inspector
(Quickly, Quickly, Sew)
With a Look, Look here and a Look, Look there, here a look, there a look, everywhere a look, look
Old MacDrews had a plant
(Quickly, Quickly, Sew)
And on this plant he had a shipper
(Quickly, Quickly, Sew)
With a Pack, Pack here and a Pack, Pack there, here a pack, there a pack, everywhere a pack, pack
Old MacDrews had a plant
(Quickly, Quickly, Sew)
And on this plant he had a bundler
(Quickly, Quickly, Sew)
With a Tie, Tie here and a Tie, Tie there, here a tie, there a tie, everywhere a tie, tie
Old MacDrews had a plant
(Quickly, Quickly, Sew)
And on this plant he had a supervisor
(Quickly, Quickly, Sew)
With a Work, Work here and a Work, Work there, here a work, there a work, everywhere a work, work
Old MacDrews had a plant
(Quickly, Quickly, Sew)
And on this plant he had a workhandler
(Quickly, Quickly, Sew)
With a Lift, Lift here and a Lift, Lift there, here a lift, there a lift, everywhere a lift, lift
Old MacDrews had a plant
(Quickly, Quickly, Sew)
And on this plant he had a serger
(Quickly, Quickly, Sew)
With a Buzz, Buzz here and a Buzz, Buzz there, here a buzz, there a buzz, everywhere a buzz buzz
Old MacDrews had a plant
(Quickly, Quickly, Sew)
And on this plant he had a feller
(Quickly, Quickly, Sew)

With a Fold, Fold here and a Fold, Fold there, here a fold, there a fold, everywhere a fold fold
Old MacDrews had a plant
(Q-u-i-c-k-l-y, Q-u-i-c-k-l-y, S-e-w!)

Character Names and Responses:

Cutter: Snip
Stitcher: Stitch
Spreader: Float
Trainer: Teach
Auditor: Count
Inspector: Look
Shipper: Pack
Bundler: Tie
Supervisor: Work
Workhandler: Lift
Serger: Buzz
Feller: Fold

Extra Names if needed:

Engineer: Time
Assistant: Type

The Presentation: Development and Organization

I. Selecting a Topic

- A. Pre-selected Topic
- B. Audience-related topics
- C. Speaker-related topics
- D. The Occasion

II. Developing the Topic

- A. Thesis Statement
- B. Main Points
- C. Supporting Evidence

III. Organizing the Speech

- A. Introduction and Thesis Statement
- B. Body of the speech
- C. Conclusion
- D. Transitions

IV. Delivering the Speech

- A. Language
- B. Behavior and Voice
- C. Conclusion

Selecting a Topic

I. Pre-selected Topic

A. The pre-selected topic is one that has already been chosen; usually, the subject is chosen based on the speaker's talents

B. The best way to prepare for the pre-selected topic speech is to perform research and gather information. Aside from gaining additional knowledge on the topic, use the questions listed in the below topics to formulate the speech.

II. Audience-related Topics

A. The audience-related topic is the subject of a presentation which is chosen by the speaker, with the audience's likes and interests in mind.

B. Ask yourself the following questions to choose an appropriate audience-related topic:

- Who are the members of the audience?
  -- For example, is the audience a church group, a civic group, a classroom of children, or a group of co-workers?

- Why is the audience present for the speech?
  -- For example, are they required to be present, or are they present by choice?

- What are the listeners' interests?
  -- Determine what issues are important to the audience. For example, a meeting of the elementary school PTA is probably meeting to hear about issues concerning children, education, and parenting

- What are the listeners' background knowledge?
  -- Choose a subject that will enlighten or inform the audience. For example, the audience at a PTA meeting is probably familiar with cartoons, but most likely none of them are experts. So, a speech concerning the advantages and disadvantages of cartoons from an expert opinion would probably inform and interest an audience of parents and educators.

III. Speaker-related Topics

A. The speaker-related topic is the subject of a speech chosen by the speaker with the speaker's expertise in mind. However, no matter what the speaker's expertise, the speaker-related topic must still remain appropriate to the audience.

B. The speaker should ask himself the following questions when choosing a topic:

- What are you interested in?
  -- Choosing a topic of interest to the speaker will make the speaker's job more fun, and therefore make the speech more entertaining to the audience.

- What experiences have you had?
  -- Speaking about a personal experience has several advantages: for example, the material is fresh and not "canned", the speaker does not need to worry about misquoting a source, and relating a first-hand experience is usually interesting because it is more casual, like "story-telling".

- What knowledge do you have?
  -- Personal interests and experience are not enough to make a good speech. Although personal experiences are interesting, the speaker will lose the audience's interest if he cannot impart some useful knowledge to them.

  -- Always perform additional research on your topic. Even experts need to brush-up.

- What does your audience know about you?
  -- Is your audience expecting you to speak on a certain subject? If so, will you disappoint them if you do not?

  -- Take into consideration what the audience expects out of you as the speaker, and attempt to fulfill their expectations. For example, if you are known as a local jazz musician, the audience may expect you to speak on music. If you don't, they may automatically be disappointed; however, as the speaker you may turn them around by also showing them what a wonderful skydiver you are, and possibly relate your love of skydiving to your love of music.

IV. The Occasion

A. When selecting a subject, it is essential to consider the occasion for the presentation. For example, is it a happy occasion, such as a company celebrating an anniversary or an achievement, or a sad occasion, such as a company mourning the death of a co-worker.

B. Ask yourself the following questions about the occasion of the speech before making the final topic selection:

BEST COPY AVAILABLE

- What is the nature of the occasion?
  - -- Why is the audience present? The occasion may be happy or sad, but it may be neither -- it may simply be a regular company or club meeting. Select a topic that is appropriate to the occasion.

- What is the atmosphere of the occasion?
  - -- Try to determine the mood of the audience. In most cases, the subject should attempt to match that mood. In a few cases, however, the speaker may be attempting to change a mood, such as trying to boost morale in the workplace. Therefore, the topic in this case would need to be upbeat and encouraging. However, it is very difficult to change the mood of an audience! The best general rule is that the subject should match the mood.

- How long should the presentation be?
  - -- Ask the person organizing the event to give you a time limit. Scheduling is often vital in meetings and seminars, and as the speaker you would not want to "wear out your welcome."

  - -- Time limits are also necessary to be able to select an appropriate topic. For example, you would not select "Newton's Laws of Physics" as the topic of a 20 minute presentation.

- Will my speech be the only presentation, or will it be part of a larger program?
  - -- Ask the person organizing the event if you will be the only presenter. If not, ask for an agenda of the entire program. It is necessary to know the entire program to be able to avoid topic repetition, and to be able to select a subject related to the overall theme of the program.

- Where will the speech be given?
  - -- When selecting the topic it is necessary to know where the speech will be given. Depending upon the location, ask yourself:

  - -- Will it be possible to use visual aids in this location?

  - -- Will I need an amplification system?

  - -- Is the topic workable for this location?

  - -- For example, if the presentation is to be made outside, visual aids are probably impractical. Additionally, if the audience is standing, the topic will need to be brief and simple.

Developing the Topic

I. Thesis Statement

A. The thesis statement is the central idea sentence of the speech. It tells specifically what you are going to say about your subject. The thesis statement must be specific! For example:

Thesis Statement: In order to make a knowledgeable decision about the animated TV programs we allow children to watch, we must first have a thorough understanding of these cartoons.

The above statement tells the audience that the speaker is going to provide the audience with knowledge on cartoon shows, and, based on that knowledge, the audience will be able to decide which types of shows are appropriate for children.

II. Main Points

A. The main points are the main ideas which the speaker uses to develop the thesis statement.

Main Point #1: According to Aimee Dorr, author of Television and Children, there are four characteristics which are helpful to cartoon programming.

Main Point #2: Cartoons often fall short of giving off a positive message. There are four characteristics that negatively affect cartoon programming.

Main Point #3: The general public has false assumptions about children's viewing habits.

III. Supporting Evidence

A. The supporting evidence consists of facts, statistics, and expert testimony which support the main ideas.

Supporting Evidence to #1: Facts quoted by expert opinion, author Aimee Dorr:
1. Feature children in the programming
2. Make the major message clear by omitting irrelevant material (avoid sub-plots)
3. Do not require children to infer ideas
4. Continuity

Supporting Evidence to #2: Facts quoted by expert opinion, author Aimee Dorr:
1. Advertising breaks continuity
2. Editing breaks continuity

3. Inadequate role models
4. Confusion between cartoons and real life

Supporting Evidence to #3: Public opinion survey facts refuted by author Aimee Dorr:

1. Children are seldom "glued to the set" -- they interact with surroundings
2. Because children interact with their surroundings, television cannot be blamed for a child's behavior.

Organizing the Speech

I. Introduction and Thesis Statement
   A. Introduction - the introduction consists of three parts:
      1. Attention-getter -- the attention-getter is the speaker's way to make the audience sit-up and take notice, it is designed to focus the audience on the speaker.

      2. Motivation -- the motivation consists of the speaker's way to provide the audience with a reason to continue to pay attention, thus may be accomplished through a statement by the speaker or even an activity.

      3. Established Expertise -- the speaker must provide credentials to the audience, by establishing expertise, the speaker gives the audience further reason to stay focused -- most audience will pay attention to an "expert."

   B. The thesis statement should be the final statement in the introduction.

II. The Body of the Speech
   A. The body of the speech merely consists of each of the main points and the corresponding supporting material.

   B. The body of the speech should be laid out in a logical order, such as chronological or topical.

III. The Conclusion
   A. The conclusion of the speech consists of three parts:
      1. Summary -- the summary is simply a review of the main points.

      2. Remotivation -- the remotivation should refer back to the original motivator in the introduction, the remotivation should remind the audience why they listened in the first place, and how they can use the information now that they have it.

      3. Closure -- the closure should consist of one statement or "catch phrase" that sums up the entire speech.

IV. Transition
   A. The transition is a statement used by the speaker to shift from one main point to the next. The speaker should use the transition as a method of logically progressing through the speech so that the speech makes sense to the listener.

BEST COPY AVAILABLE

Sample Speech Outline

Subject Cartoons and Children

I. Introduction

A. Attention-getter: Play theme music to Warner Bros Bugs Bunny cartoons

B. Motivation: As cartoon watchers ourselves, or the parents or relatives of cartoon watchers, a better understanding of these animated programs can help us make wiser program selections.

C. Establish Expertise: Library research, parent

D. Thesis Statement: In order to make a knowledgeable decision about the animated TV programs we allow children to watch, we must first have a thorough understanding of these cartoons.

Transition: The first question about cartoons that come to most people is, "Do children understand cartoons?" The answer is yes if the cartoons meet certain criteria.

II. Body

A. Main Point #1: According to Aimee Dorr, author of Television and Children, there are four characteristics which are helpful to cartoon programming:

Supporting Evidence:

1. Feature children in the programming
2. Make the major message clear by omitting irrelevant material (avoid subplots)
3. Do not require children to refer ideas
4. Continuity

Transition: Now knowing the characteristics that aid children, let's look at some that don't -- the inadequacies of cartoons.

B. Main Point #2: Cartoons often fall short of giving off a positive message. There are four characteristics that negatively affect cartoon programming.

Supporting Evidence:

1. Advertising breaks continuity
2. Editing breaks continuity
3. Inadequate role models
4. Confusion between cartoons and real life

Transition: Besides the helpful and hindering characteristics of cartoons themselves, let's take a look at the viewer.

C. Main Point #3: The general public has false assumptions about children's viewing habits.

Supporting Evidence

1. Children are seldom "glued to the set" -- they interact with their surrendings
2. Because children interact with their surroundings, television cannot be blamed for a child's behavior.

III. Conclusion

A. Summary So, in conclusion, to better achieve cartoons' positive effects on children's behavior, criteria must be set and met. Feature children in the program, make the message concise, avoid possibilities for interference, and maintain script contiuity.

B. Remotivation By understanding and applying these basic principles of cartoon programming, we can help children pick shows that they will understand and benefit from.

C. Closure And "That's All Folks" to good cartoon programming!

Delivering the Speech

I. Language

A. Use Familiar Language: use words that are familiar to you and your audience -- this will not only make the topic clear to your audience, but it will avoid the possibility of incorrect pronunciation of unfamiliar words; the audience will not be impressed by the use of "big"words -- it will only frustrate them.

B. Avoid Jargon: unless you are certain that all members of the audience understand industry related terminology, or "slang", use only common language -- speak in "laymen's" terms.

C. DO NOT Memorize: memorizing a speech will only set you up for failure -- it is not possible to memorize an entire speech (even a short one) and expect to remember it when delivering the speech; instead, simply practice the speech, and practice several ways to express the same ideas -- this way, you will never be at a lack for words. Additionally, memorized speeches tend to be boring and take away from the credibility of the speaker.

II. Behavior and Voice

A. Behavior

1. Maintain Eye Contact: take the time to look each listener in the eye -- it shows you care that they are there, and you are interested in them.

2. Avoid Nervous Distractions: avoid distractions such as fidgeting, rocking, leaning over, shaking keys or change in pocket, playing with visual aids or notecards, and using the words "uh" or "and um" as a transition.

B. Voice

1. Speak Firmly: although you may be nervous, your voice need not reflect it; speaking directly and confidently also adds to credibility.

2. Speak Clearly: avoid mumbling; be certain to enunciate, particularly when it is necessary to use company jargon.

3. Project and Vary Voice: speak loudly enough so that the audience can hear; change the pitch, tone, and rate of speaking to maintain the audience's interest.

4. Speak in a Conversational Tone: speak with the audience, not at them; using a conversational tone will add to your credibility because the speech will not sound memorized.

Speaking Assignment

Present a speech on your choice of the below topics (or a topic choice of your own) to the new hire orientation class. Utilize the following tools in your presentation:

1. Write an Outline (follow the sample outline in the hand-out)
2. Use Visual Aids (this would also include demonstration, such as demonstrating the tornado drill procedures)

In general, simply follow the methods discussed in class for good public speaking techniques. The attached critique sheet will give you an idea of how your presentation will be analyzed.

Topic List:

1. Good Housekeeping, Tornado Drill, Start Up/Shut Down Procedures
2. GMP "Hand Washing" and "They Trust Us"
3. Safety & Fire Extinguisher Procedures
4. Quality Defect Training
5. How to Complete a Gum Sheet (clock-in and clock-out procedures)
6. Production Percentage Math
7. Measurement Skills
8. Adapting to the Changing Workplace (example: RePak Video)
9. Conduct a Tour of Pridecraft
10. Attendance Policy

Critique Sheet

NAME: _____ DATE: _____ TOPIC: _____

Delivery Skills

_____	1. Eye Contact (5)	Made eye contact with listeners; showed an interest in audience
_____	2. Movement (3)	Avoided nervous distractions
_____	3. Gestures (4)	Used appropriate hand gestures to emphasize points
_____	4. Word Usage (3)	Used common language and proper pronunciation
_____	5. Voice (3)	Used conversational tone; projected and varied voice
_____	6. Self-confidence (2)	Outwardly appeared confident and credible
_____	7. Attitude (2)	Positive attitude toward audience; seemed to care about listeners
_____	8. Enthusiasm (3)	Involved and interested in topic; generated audience interest
___/25	TOTAL	

Comments:

Content Skills

_____	1. Topic Selection (4)	Analyzed self, audience and occasion
_____	2. Attention-getter (3)	Appropriate, effective, related back to topic
_____	3. Motivation (3)	Established importance of topic to audience; established expertise
_____	4. Preview (3)	Used thesis statement; clearly indicated topic of speech
_____	5. Organization (12)	Topic divided into main points; main points are of equal importance; main points presented in logical order; easy to follow main points
_____	6. Support (10)	Used sufficient and appropriate supports for main points; used facts and credible sources; supports enforced and proved points
_____	7. Transitions (3)	Established continuity; related previous point to next point

_____ 8. Visual Aids (3)	Simple; easily seen; appropriate
_____ 9. Summary (3)	Reviewed key points
_____ 10. Remotivation (3)	Referred back to motivational activity; reemphasized importance of subject
_____ 11. Closure (3)	Showed finality to speech; left positive impact

___/50 TOTAL

Comments:

___/75 OVERALL TOTAL

Revised 5/96

College: ESJC____ MSTC_____ **WORKFORCE 2000 PARTNERSHIP** Date:_____

Course#:_____ **INDIVIDUAL EDUCATION PLAN** Level:_____

Name:_____Male:___Female:___Age:____Birthdate:_____

Street:_____Social Security#:_____

City:_____State:_____Zip:_____Phone#:(____)_____

Classification: In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

Mark Only One: Civilian____Active duty____Retired Military____Military dependent____

Race: White___Hispanic___Asian___Black___American Indian ____Pacific Islander ____Alaskan Native ___Other(Specify)_____

Marital Status: Single____Married____Separated____Divorced____Widowed____

Number of Children Living with You:_____

Employer:_____How Long?_____Job Title:_____

How many hours per week do you work this job?_____Do you have more than one job?_____

Please rate your ability to perform each of the following activities.(P=Poor, F=Fair, G=Good, E=Excellent):

Read English____ Understand English____ Speak English____ Write English____

Work as part of a team____ Use Math____ Solve problems/use reasoning____

Which of the following are required for your job? (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math____ Solve Problems____ Team work____

What are your vocational goals? Immediate_____Long Range_____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

Last school attended:_____

What are your educational goals? (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs____

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening____

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

How would you like to be contacted? Through supervisor___Call at home___Letter___Other_____

WORKFORCE 2000 PARTNERSHIP
Individual Education Plan
Learner's Page

Name of Course: Communication III - The Machinery of Management
Date of Course: _____

Name: _____
Employer: _____

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE	EVALUATION COMMENTS
• Improve skills for current job	(Motivation)	Read/Sing Motivational Story		
	Organize information into an oral report.	1. Introduce outline for a presentation. 2. Discuss parts of an outline. 3. Discuss developing the presentation topic. 4. Discuss the order to organizing a presentation. 5. Review sample speech outline. 6. Discuss how to deliver the speech. 7. Invite Guest speaker to class. 8. Analyse the presentation.		
	Closure	Assign a speech to students Critique speeches		

32

BEST COPY AVAILABLE

Employee Signature _____ Date

Instructor Signature _____